DOCUMENT RESUME

ED 056 110 UD 010 724

AUTHOR Martin, Ralph
TITLE A Training Institute to Improve the Effectiveness of Seventy-Five Secondary Teachers of English and Reading in Desegregated Schools in the East Tennessee Region. Final Report.
INSTITUTION Knoxville Coll., Tenn.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 28 Feb 67
CONTRACT OEC-2-6-000139-2014
NOTE 25p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Inservice Teacher Education; *Institutes (Training Programs); Language Teachers; *Race Relations; *School Integration; *Secondary School Teachers
IDENTIFIERS Tennessee

ABSTRACT

The Institute was comprised of 75 language arts teachers who were divided into five groups based on their regular school assignment. A master teacher was responsible for each group who showed effective teaching behavior and carried out basic objectives. There were also specialists in the areas of education, occupations, programmed learning, art, media, and materials. Consultants and guest lectures presented topics concerning human relations and linguistics. The Institute was held during July, 1966. (Author/CB)

ED056110

A TRAINING INSTITUTE TO IMPROVE THE EFFECTIVENESS OF SEVENTY-FIVE SECONDARY TEACHERS OF ENGLISH AND READING IN DESEGREGATED SCHOOLS IN THE EAST TENNESSEE REGION

Ralph Martin

Knoxville College

Contract Number: OEC2-6-000139-2014
P. L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Final Report

The Project Reported Herein Was Supported by a Contract From the U.S. Department of Health, Education and Welfare

February 28, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UD 010 724

3. Full Description of Program

(a) Participants:

(1) APPLETON. Patricia, Gibbs High School, Route 1, Tazewell Pike, Corryton, Tennessee
BETTIS, La Grande, Riverside High School, East Third Street, Chattanooga, Tennessee
BOLTON, Lillian S., Riverdale School, Route 8, Thorngrove Pike, Knoxville, Tennessee
BOWERS, Claude, Andrew Johnson School, Main Street, Greeneville, Tennessee
BOYER, Alma J., Fair View School, Route 1, Heiskell, Tennessee
BRADFORD, Mary B., Green School, 900 Payne Avenue, Knoxville, Tennessee
BROWN, Helen, Hillcrest School, South Liberty Hill Road, Morristown, Tennessee
BROWN, Thelma, Charles M. Hall School, Howe Street, Alcoa, Tennessee
BRYANT, Mabel, John Sevier School, 7231 Charlotte Drive, Knoxville, Tennessee
BRYANT, Sadie J., Fairview School, Route 17, Solway Road, Knoxville, Tennessee
BURKE, Bernard, Orchard Knob Junior High School, 500 North Highland Park Avenue, Chattanooga, Tennessee
CAMPBELL, Frances, Substitute Teacher, Knoxville City School System, Knoxville, Tennessee
CARR, Thelma, Charles M. Hall School, Howe Street, Alcoa, Tennessee
COLE, Mattie, Hillcrest School, South Liberty Hill Road, Morristown, Tennessee
COUNCIL, Alberta, South Pittsburgh High School, South Pittsburgh, Tennessee
CRAWL, Virginia, Vine Junior High School, 1401 East Vine Avenue, Knoxville, Tennessee
DANIEL, Julian D., Mountain View School, 1807 Dandridge Avenue, Knoxville, Tennessee
DELANEY, Alfredda, Austin High School, 1801 East Vine Avenue, Knoxville, Tennessee
DONALDSON, Floretta, Rutledge Elementary School, Rutledge, Tennessee
DUNN, Paralee, Dutch Valley School, Route 5, Clinton, Tennessee
DYKES, Elsa, Springbrook School, Alcoa, Tennessee
EASLEY, Eunice T., Vine Junior High School, 1401 East Vine Avenue, Knoxville, Tennessee
EGGERS, Fontella, Springbrook School, Alcoa, Tennessee
FARNSWORTH, Georgia, Eastview School, Greeneville, Tennessee

GOODE, Helen, Ritta School, Route 12, Washington Pike, Knoxville, Tennessee
GREENHALGH, Marie, Central Elementary School, West Rockwood Street, Rockwood Street
HALE, Hazel D., Frank H. Trotter School, 4700 Kirkland Avenue, Chattanooga, Tennessee
HARRIS, Virginia, Howard Junior High School, 2500 South Market Street, Chattanooga, Tennessee
HARTSELL, Margaret, Beardsley Junior High School, 1201 College Street, Knoxville, Tennessee
HEATH, La Vaughan, Fairview School, Route 17, Solway Road, Knoxville, Tennessee
HIGGINBOTHAM, Irene, Orchard Knob Junior High School, 500 North Highland Park Avenue, Chattanooga, Tennessee
HILL, Gwendolyn, Orchard Knob Junior High School, 500 North Highland Park Avenue, Chattanooga, Tennessee
HILL, Louise, West Hill Elementary School, Route 4, Lenoir City, Tennessee
HODGE, Mary Jo, Skaggston School, Route 2, Lee Highway, Corryton, Tennessee
HOWARD, Rubye, Valley Vi[illegible] School, Spring Place Road, Cleveland, Tennessee
HUDDLESTON, Ruth, Coalfield School, Coalfield, Tennessee
HUTCHINSON, Helen, John Sevier School, 7231 Charlotte Drive, Knoxville, Tennessee
JACKSON, Annie S., Sam E. Hill School, 1725 Delaware Avenue, Knoxville, Tennessee
JOHNSON, Lena, Lake City Elementary School, Lake City, Tennessee
JONES, Mary R., Howard Junior High School, 2500 South Market Street, Chattanooga, Tennessee
JONES, Nellie B., Maynard School, 731 College Street, Knoxville, Tennessee
KIMBROUGH, Louise, Eastport School, 2036 Bethel Avenue, Knoxville, Tennessee
MASTERS, Mary J., Crescent School, West Main, Greeneville, Tennessee
MCCANDLESS, Rosalyn, Clarke High School, Mount Pleasant, Tennessee
MCKNIGHT, Arvella, Eastport School, 2036 Bethel Avenue, Knoxville, Tennessee
MCNEAR, Willie, Charles M. Hall School, Howe Street, Alcoa, Tennessee
MEANS, Dorothy, Sam E. Hill School, 1725 Delaware Avenue, Knoxville, Tennessee
MILLS, Constance R., Belle Morris School, Washington Pike, Knoxville, Tennessee

MORRELL, Brenda, Washington-Lee School, Sevier Street, Kingsport, Tennessee
MORRISON, Josephine, Charles M. Hall School, Howe Street, Alcoa, Tennessee
MOULDEN, Catherine, Charles M. Hall School, Howe Street, Alcoa, Tennessee
NANCE, Dorothy L., Vine Junior High School, 1401 East Vine Avenue, Knoxville, Tennessee
NETHERLAND, Mildred L., Eastport School, 2036 Bethel Avenue, Knoxville, Tennessee
ORR, Robert L., Waterville Elementary School, Dalton Pike, Cleveland, Tennessee
PATTON, Hazel, South Pittsburgh Elementary School, South Pittsburgh, Tennessee
PENDLETON, Juanita G., Eastport School, 2036 Bethel Avenue, Knoxville, Tennessee
POINTER, Cleo, Carver-Smith High School, East End Street, Columbia, Tennessee
REYNOLDS, Roy L., Highland School, 208 Highland Avenue, Greeneville, Tennessee
RICE, Mable J., Jasper Elementary School, Jasper, Tennessee
ROUNSAVILLE, Eliza C., Riverside High School, East Third Street, Chattanooga, Tennessee
SETTLES, Sammie, Sam E. Hill School, 1725 Delaware Avenue, Knoxville, Tennessee
SHIPE, Peggy, Ritta School, Route 12, Washington Pike, Knoxville, Tennessee
SIMS, Lafettie, Eastport School, 2036 Bethel Avenue, Knoxville, Tennessee
SMITH, Barbara J., Frank H. Trotter School, 4700 Kirkland Avenue, Chattanooga, Tennessee
SMITH, Mary E., Farragut High School, Route 1, Kingston Pike, Knoxville, Tennessee
SNAPP, Mary A., Washington School, Sevier Street, Kingsport, Tennessee
STEELE, Jo Ann, Norwood Elementary School, Merchants Road, Knoxville, Tennessee
STEVENS, Sandra, Karns High School, Route 20, Beaver Ridge Road, Knoxville, Tennessee
TALLEY, Vonice H., John Sevier School, 7001 Rutledge Pike, Knoxville, Tennessee
TATE, Mildred E., Eastport School, 2036 Bethel Avenue, Knoxville, Tennessee
TAYLOR, Anna A., Beardsley Junior High School, 1201 College Street, Knoxville, Tennessee
WALKER, William F., Reed School, Oliver Springs, Tennessee
WIGINGTON, Ruth J., Karns High School, Route 20, Beaver Ridge Road, Knoxville, Tennessee

WILKERSON, Leola, McReynolds Elementary School, South Pittsburgh, Tennessee
WILKERSON, William, Park City Lowry School, 2336 Linden Avenue, Knoxville, Tennessee

(2) The Institute was composed of 75 language arts teachers--28 white and 47 Negro. School systems and schools represented were as follows: Alcoa City School System--Charles M. Hall School and Springbrook School; Anderson County School System--Fair View School, Dutch Valley School, Lake City Elementary School, and Clinton High School; Bradley County School System--Valley View School and Waterville School; Chattanooga City School System--Riverside High School, Frank H. Trotter School, Orchard Knob Junior High School, and Howard Junior High School; Grainger County School System--Rutledge Elementary School; Greeneville City School System--George Clem School, Eastview School, Highland School and Crescent School; Kingsport City School System--Washington-Lee School; Knox County School System--Gibbs High School, Riverdale School, Fairview School, Farragut High School, and Karns High School; Knoxville City School System--Green School, Mountain View School, Austin High School, Vine Junior High School, Beardsley Junior High School, Park City Lowry School, Maynard School, Eastport School, Sam E. Hill School, Belle Morris School, and Norwood Elementary School; Lenoir City School System--West Hill Elementary School; Marion County School System--South Pittsburgh Elementary School, South Pittsburgh High School, Jasper Elementary School, and McReynolds Elementary School; Maury County School System--Clarke High School and Carver-Smith High School; Morgan County School System--Coalfield High School; Morristown City School System--Hillcrest School; and Rockwood City School System--Central Elementary School.

(b) Permanent Staff

(1) Permanent Staff: Of eleven staff members (excluding the director), five served as master teachers. The seventy-five participants were divided into five groups, based on their regular school assignment, i. e., primary, intermediate, junior high and senior high teacher groups. Each of the master teachers was responsible for a group and showed effective teaching behavior and carried out the assignments which were related to the basic objectives of the Institute. Each showed a level of competence and a background of experience which proved to be valuable to the development of many valid teaching and learning situations. Supporting each of the master teachers were six specialists; namely, educational, occupational, programmed learning, art, media,

and materials. This corps of specialists supported the master teachers in their efforts to develop the objectives of the Institute, and all of these were well-prepared and fitted into the program of the Institute.

(2) Consultants and Guest Lecturers: Nine guest lecturers were presented to the Institute group, and their topics ranged from human relations to general discussions about linguistics to the application of linguistics to classroom practices. The prepared table portrays Institute data about each of the discussants:

EVALUATION OF GUEST LECTURERS

Name	Excellent	Good	Fair	Poor	No Answer
Lincoln	48	15	5	0	2
Milton	43	22	3	0	0
Brown	37	24	5	0	2
Christiansen	34	25	2	1	3
Reece	31	34	4	1	1
Davis	28	24	10	0	1
Smith	25	28	12	1	1
Milliken	14	39	7	1	6
Broeker	11	25	22	7	3

Seven participants were not present at the time of this evaluation.

(c) Methods: In implementing activities importantly related to the Institute objectives, the following were emphasized: (1) large group discussion; (2) small group discussion; (3) individual conferences; (4) classroom confrontations with master teachers and supporting specialists; and (5) the presentation of two performing artists who read writings from Negro authors.

The division of the Institute participants into five groups, based on regular school assignment, at which times participants met with master teachers and supporting specialists proved to be the most effective Institute method. The effectiveness is based on the fact that the primary need of classroom teachers is for instructional materials, methods, and techniques of understanding learners. The large group discussion proved to be effective; however, the small group discussion lacked good group leaders who could relate the general topic to small group discussion. This was not true in all of the small group discussions. Such a

weakness can be remedied by pre-planning periods for small discussion group leaders to discuss with the guest lecturers, if possible, or have the guest lecturers prepare copies of speeches for distribution to discussion leaders. The small group discussion method is excellent because: (1) it provides opportunities for persons to discuss issues in a freer setting than in a large group; (2) it creates climates for dialogues, which create techniques of critical thinking and discussion; (3) it helps to improve levels of self-confidence; (4) it provides a setting to test ideas; and (5) it provides time for the preparation of questions for the lecturer and full Institute group.

(d) Facilities: The College provided ample space for all sessions of the Institute. The spaces provided for classroom settings appeared to contribute to the success of the program. Closed circuit TV and air conditioned buildings are available for future programs.

(e) Teaching Aids: Aids used in the development of the Institute program were moving picture projectors, tape recorders, overhead projectors, filmstrip/slide projectors, opaque projectors, record players, copying machine, photocopier, still picture camera, audio-laboratory equipment, and teaching machines. The table below presents data from participants describing the use of teaching aids (see page 14):

Teaching Aids	First Choice	Second Choice	Third Choice
Filmstrip Projector	14	5	6
16 mm Projector	6	2	7
Overhead Projector	36	18	7
Filmstrip Previewer	0	1	0
Opaque Projector	2	7	11
Tape Recorder	6	14	10
Record Player	1	4	4
Copying Machine	3	14	8
Photocopier	0	1	2
Still Picture Camera	0	0	2
Audio-Laboratory	1	1	1
Teaching Machines	2	4	10

Materials used were those prepared by Institute teachers and participants as well as materials orderd from publishers on

human relations and prejudice, linguistics, preparation of instructional units in language arts, film prepared by the National Council of the Teachers of English on writing, study of literature, use of the overhead projector in improving composition writing. The involvement of teachers in the preparation of instructional materials is, by far, the best method because they (the teachers) come to know about educational objectives, activity planning, and the evaluation of learning.

(f) Informal Programs: Informal programs are excellent because the participants are given opportunities to confront each other, to test our certain notions about persons who are different, to discuss Institute centered and other topics of mutual interest which can dispel some myths about people. Two performing artists made a three day visit to the Institute. An evening program presenting works of Negro authors was considered one of the high lights of the Institute. This activity opened a reservoir of materials useful in improving instructional materials which can improve self-esteem and attitudes about people who are different. During the lunch hour, a planning committee for the Institute developed activities which made use of talent from the participants. Singing, telling stories, playing musical instruments, and dramatic skits constituted the programs. Many participants felt this aspect of the program to be very good.

(g) Participation of Local School Systems: Superintendents from ten school systems gave suggestions about the Institute program. All of them indicated interest in providing experiences which were importantly related to improving classroom practices. Improving the teaching of the language arts using linguistics met the approval of the superintendents. These administrative officers were used in selecting Institute participants. The following school systems were represented: Alcoa City, Alcoa, Tennessee; Anderson County, Clinton, Tennessee; Bradley County, Cleveland, Tennessee; Chattanooga City, Chattanooga, Tennessee; Grainger County, Rutledge, Tennessee; Greeneville City, Greeneville, Tennessee; Kingsport City, Kingsport, Tennessee; Knox County, Knoxville, Tennessee; Knoxville City, Knoxville, Tennessee; Lenoir City, Lenoir City, Tennessee; Marion County, Jasper, Tennessee; Maury County, Columbia, Tennessee; Morgan County, Wartburg, Tennessee; Morristown City, Morristown, Tennessee; and Rockwood City, Rockwood, Tennessee.

Two follow-up sessions, involving superintendents, supervisors, principals, and participants were held in October and November. Demonstrations on team teaching and nongradedness practices

were done by representatives from three school systems. Three superintendents suggested the kinds of activities which should be included in the two follow-up sessions.

(h) Consultation and Guidance: Ample time was given for consultative and guidance periods between participants and consultants and staff. Many participants reported the sessions as being valuable because the discussion helped them to understand some principles of learning and behavior, i.e., how response modes may be changed, how to deal with problems arising from racial misunderstandings, how to improve teaching, and how to evaluate learning.

(i) Content: The tables on the following pages give daily schedules of the activities conducted during the Institute.

Curriculum emphasis was on: (a) concept of race in anthropological and sociological contexts; (b) human behavior variability; (c) prejudice, its causes and cures; (d) characteristics of social class groupings and their impact on behavior; (e) the nature of today's world-of-work; and (f) curriculum designs and instructional materials.

Curricular activities included: (a) identifying and modifying instructional materials in English and reading; (b) studying various media to present instructional materials; (c) visits to schools and instructional materials centers in Knoxville and Knox County; and (d) preparing units of instructional materials to be used in each local school setting.

(j) Evaluation: An Institute Evaluation Questionnaire was administered to the participants at the close of the Institute. Questionnaire items coupled with a consensus of the responses were as follows:

(1) On the first day of the Institute, educational objectives were discussed and given to each participant. What overall rating would you give the Institute in terms of relating experiences and activities to objectives?

Excellent--44; Good--22; Fair--1; Poor--8; No Response--8

(2) Describe in detail one Institute experience which will have great influence on your teaching behavior.

Responses given and their frequency: race mixing--19; linguistic approach to teaching--11; thematic approach to teaching--10; sharing ideas in small groups--75;

INSTITUTE FOR EFFECTIVE TEACHING
July 5-8, 1966

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30		Greetings from Knoxville College officials Registration Orientation Participant and staff introductions Discussion of Institute objectives and methodologies	Area groups	Area groups	Area groups
9:00			"Race Relations in Historical Perspective" Dr. C. Eric Lincoln	"Descriptive and Applied Linguistics to Writing and Speaking" Dr. A. L. Davis	"Anthropology and Human Relations" Dr. Ina C. Brown
10:00			Small discussion groups	Small discussion groups	Small discussion groups
11:00		Break	Break	Break	Break
11:15		Evaluative techniques School level groupings	Participant confrontation with guest lecturer	Participant confrontation with guest lecturer	Participant confrontation with guest lecturer
12:30		Lunch	Lunch	Lunch	Lunch
1:30		Scheduled reading period	Scheduled reading period Preparation of instructional materials Conferences with staff	Scheduled reading period	Scheduled reading period
2:30		Film "A First Chance"		Film "Children Without"	Integrating colloquium (staff and participants)
3:15		Summary--Panel of participants	Summary--Panel of participants	Summary--Panel of participants	Summary--Panel of participants

INSTITUTE FOR EFFECTIVE TEACHING
July 11-15, 1966

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2
10:45	Break	Break	Break	Break	Break
11:00	"Prejudices, Its Causes and Cures" Dr. Ohmer Milton	"Linguistic Awareness: Dialect Study" Dr. Harriet Broeker	"Some Strategies for Effective Teaching" Dr. Herman Smith	"Human Behavior Variability" Dr. Ohmer Milton	"Linguistic Awareness: Poetry" Dr. Harriet Broeker
12:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Reading period Conferences Preparation of instructional materials	Reading period Conferences Preparation of instructional materials	Reading period Conferences Preparation of instructional materials	Reading period Conferences Preparation of instructional materials	Reading period Conferences
2:30		Film		Film	Integrating colloquim-- selected staff and participants
3:15	Summary	Summary	Summary	Summary	

INSTITUTE FOR EFFECTIVE TEACHING
July 18-23, 1966

Hour	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:30	Visits to schools and instructional materials centers in Knoxville and and Knox County			Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2
12:30	Lunch			Lunch	Lunch	Lunch
1:30	Separate group evaluating sessions with each teaching specialist			Conferences Reading Preparation of instructional materials	Film "To Kill A Mockingbird"	Reading Conferences Preparation of instructional materials
2:45	Film Commission on English Kinescope	Film Commission on English Kinescope	Film Commission on English Kinescope	Integrating colloquium		

INSTITUTE FOR EFFECTIVE TEACHING
July 25-29, 1966

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2	Area groups S-1 S-2 S-15 S-16 W-2
10:45	Break	Break	Break	Break	Break
11:00	"Understanding the World of Work" Dr. Robert Milliken	"Linguistics and Teaching--Part I" Dr. Jack Reese	"Linguistics and Teaching--Part II" Dr. Jack Reese	"Improving the Writing Process" Dr. Mark Christiansen	"Evaluating Learning" Dr. Herman Smith
12:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Conferences Reading Preparation of instructional materials	Conferences Reading Preparation of instructional materials	Conferences Reading Preparation of instructional materials	Conferences Reading Preparation of instructional materials	Final Evaluating Period
3:15	Summary	Summary	Summary	Summary	

teaching machines--5; using audio-visual materials--4; shared teaching aids--4; total experience--3; making puppets--1; seeing Negro children--2; no response--3.

(3) Describe in detail <u>two</u> strong points of the Institute.

Guest speakers--31; Institute objectives and organization--24; race mixing--26; small group discussion--12; staff--10; materials (audio-visual and teaching machines)--9; activities (school visits and lunch time programs)--7; ambiguous response--2; newsletter--1; Negro history information--1; college participation in programs--1

(4) Describe in detail <u>two</u> weak points of the Institute.

Some lectures too long--43; too little time for developing special interest projects--8; school visits not well planned--6; poorly planned class sessions by some of the five master teachers--6; some staff members poorly selected--4; too few social activities--8

(5) Please rate the non-staff guest lecturers in terms of contributing to the Institute objectives.

See page 5.

(6) Name <u>one</u> Institute non-staff guest lecturer who benefited you the most.

<u>Speaker</u>	<u>Number</u>	
Lincoln	31	He's Negro, knowing, dynamic.
Milton	19	He's knowledgeable; involved the audience.
Reece	11	Made linguistic approach to teaching of grammar understandable.
Brown	1	Dispelled racial myths.
Davis	8	Simplified discussion of the concept of linguistics
Christiansen	44	Gave practical information.
No response	2	

(7) Name one Institute non-staff guest lecturer who benefited you the least.

Twenty-one persons did not respond. Of those responding, twenty-five answered Broeker. Reasons given were: "She was pedantic," "I did not see how her talk related to what we were studying," "Dull and boring," Eighteen persons thought Smith's presentation was too long and four thought it was unrelated. Four persons listed Milliken and said his presentation was unrelated to their study. One person thought Brown was boring and one thought Christiansen's lecture was disorganized.

(8) List five ways in which your group leader has influenced your teaching practices.

According to the responses given, the participants were greatly influenced by group leaders' "introduction of new material" and "use of varied methods to teach the class." A few responded with statements like, "The teacher's warmth and patience" and "the atmosphere was relaxed."

(9) Evaluate the contributions made by the supporting teachers to your teaching efforts. (Supporting teachers--audio-visual, art, educational, programmed, instructional, occupational)

There was unanimous agreement among the sixty-two persons responding to item nine that the supporting teachers were "an important asset to the Institute success."

(10) Of the many kinds of audio-visual equipment which were used and demonstrated in this Institute, list at least three which, you think, can best aid your teaching efforts. (List according to priority rating.)

See page 6.

(11) Of the many activities in which you have participated during the Institute, which one would you strongly recommend to be included in another program?

Participants responding were almost equally divided in strongly recommending the continued use of small discussion groups (35) and instruction in using "newer educational devices (audio-visual equipment)" (35).

(12) Of the many activities in which you have participated during the Institute, which one would you strongly recommend not to

be included in another porgram?

Responses indicate that the visits to the local schools and the daily summaries should not be included in another institute.

(13) Describe one Institute activity which had the least influence on your teaching behavior.

Responses indicate that the visits to the local schools and the daily summaries either should not be included in another institute or was least valuable in influencing behavioral changes.

(14) List at least five ways which you will use to "multiply" the objectives of the Institute in your school and school community.

Participants indicate that this Institute was certain to be well discussed. All who responded said they were going to tell others--faculty groups, clubs, personal friends, community gatherings--about their experiences. Some indicated they were going to put into practice some of the methods introduced at the Institute and make efforts to secure some of the materials used.

(15) Please make critical comments which you think will be helpful to us.

According to participants' responses, lecturers must be reminded to keep their presentations short; more "outside" activity (visits to places of local interest) must be provided for participants; the entire instructional staff must be "very carefully selected so that each one is as effective as most of these proved to be."

(k) Plans for Follow-up: Two one-day institutes will be held on October 15 and November 19, 1966, for participants, their superintendents, supervisors, and principals. Consideration will be given to the presentation of some effective classroom practices.

(l) Overall Evaluation: The Institute acquainted the participants with the linguistic concept in teaching grammar, the use of the thematic approach to the teaching of literature, the causes of human variability, the treatment for inappropriate responses to events stemming from action of people who are different and the preparation of language arts units of instructional materials.

Participants felt that much attention should be given to efforts to improve classroom practices by involving other persons in the educational establishment, i. e., the superintendent, supervisors, and principals. The in-system involvement for action program could mean much toward attempting to make changes in teaching and learning practices.

REPORT OF EVALUATION AND FOLLOW-UP

1. Two one-day institutes were held on October 15 and November 19 as follow-up activities to the Institute. Participants, their superintendents, supervisors, and principals returned to the College on the two days and participated in discussions and viewed demonstrations by three school systems in the region on team teaching and nongradedness practices. The co-auther of Team Teaching in Action, Mr. Robert Woodward, and Dr. Lester Goodridge, the principal of a nongraded school in Lexington, Massachusetts, were discussants for the October 15 session. The morning of October 15 was devoted to discussion by both resource persons on general principles related to team teaching and nongradedness practices. In the afternoon, the participants were grouped according to grade levels (1-3; 4-6; 7-9; 10-12) and institute experiences having high value in changing teaching practices were reported, discussed, and evaluated. Superintendents, supervisors, and principals met in the afternoon sessions with the two resource persons to consider specific problems associated with implementing team teaching and nongradedness. A general summary of the activities on October 15 was given by a panel from the institute.

   On November 19, three school systems from the participating school systems demonstrated team teaching and nongradedness practices which were part of their on-going programs. These were: Greeneville City, Kingsport City, and Chattanooga City School Systems. Much interest was shown by the participants in this program, and the consensus was that the program on November 19 was a fitting climax to the institute.

2. The superintendents, supervisors, principals, and participants responded well to the format of activities for the two one-day institutes. Three superintendents of school systems within the participating group recommended the kinds of experiences which should be included in the follow-up activities.

3. During February, 1967, a questionnaire was sent to administrators and participants to assess the value of the institute activities and the two one-day institutes. The following statements are taken from some of the reports:

   State specifically any changes you have noticed in the teaching behavior of any teacher or teachers who participated in the institute at Knoxville College this past summer.

   a. I feel our teachers were helped in the following ways:

Experiences in and exposure to the latest practices in language arts.

Facilitation of understanding and acceptance of persons of a different racial group.

Ability to draw on this experience in helping other staff members as well as children.

b. Group work where pupils not only learn to work together, but they help each other.

Greater emphasis on linguistic approach for spelling and reading.

Increased awareness of special needs of economically and culturally deprived children.

Closer working relations between teachers, especially those who attended the institute.

c. There seem to be more attempts to do new and different things in instruction and curriculum building. The fear of being different has almost disappeared. This makes for a stronger and better program.

d. I have noticed that more and more concern has been evident in dealing with children in the areas of group work, or more stress in assignments whereby the children may attain.

e. These teachers seem to make much more use of materials and equipment available to them. The teacher-pupil and teacher-teacher relationships are good with these teachers.

f. Our teacher who attended the Institute for Effective Teaching is definitely a less biased person as a result of her experience there. Since she teaches in an area of high concentration of children from the lower socio-economic level, her attandance

at the institute has made her more conscious of the problems which children from such areas have.

Identify and list five changes that you have made in your classroom which have come from your participation in the summer institute at Knoxville College.

a. Going to Knoxville for a month certainly was more beneficial than I had anticipated it would ever be.

(1) It has broadened my concept of race relations, thus giving me a new perspective of my classroom of pupils. It further added to my knowledge of dialects and ethnic groups and made me more aware of the different characteristics of all individuals--differences which we all do and should possess.

(2) The institute kindled a flame for the desire to want to work with (and enjoy it) the "slower pupils." Methods, ways, materials to use, etc. were all discussed at length and I "hauled" many charts and workable visual aids back to school with me (aids I made while there). I had not used an overhead projector, a filmstrip projector, or a tape recorder in my classroom before last summer. During this year I have made constant, weekly use of the overhead and the filmstrip projectors. The "puppet unit" has been helpful in my health class.

(3) This year I have striven to teach each child the importance of being himself. This has been done by becoming acquainted with and interested in listening to him talk about himself. Sharing has taken a place in the classroom and has easily blended with social studies and science. The children's names have been in use in the room all year, and each child is given a weekly job at least once a month. Experience charts are used to record experiences that the children have--going fishing, taking music, etc.

(4) The institute helped to recreate interest and develop a new awareness that I feel everyone needs after five years in the classroom. I met other teachers and found that they, too, were seeking the same answers.

b. Search for more materials with which all children can identify. I think this has been my greatest change.

More teacher prepared materials to enhance subject matter rather than commerically prepared.

A greater understanding on my part of the Negro accomplishments, literature, their problems (other than housing and equality in labor).

c. Have made use of more charts and ideas which were gained at the institute.

Develop values and attitudes by letting the children share own experiences and relating these experiences to the classroom instruction.

Introduce and acquaint pupils with each individual by using their names constantly in the room (especially at the beginning of school).

d. Emphasis of the necessity of one's viewing others from the other person's point of view rather than on the basis of one's own personal experience.

Emphasis of the idea of clear communication, written or oral, as being one of man's most powerful weapons for understanding among men, regardless of race, creed, or color.

In my opinion, the Institute for Effective Teaching was an enriching and enlightening experience which will endure. Its success, I believe, was a result of the sincerity of purpose and dedication of its leader.

e. I picked up many ideas and suggestions in visiting and having fellowship with other teachers.

f. I have increased the use of audio-visual aids such as films, filmstrips, tape recorder, overhead projector. I had not used many of these aids before participating in the institute.

There has developed a closer woring relationship with other teachers. We plan things together rather than each one working independently.

An increased awareness of the special needs of the economically and culturally deprived child and a concentrated effort to meet these needs.

g. Introduced new material geared for a multi-racial setting, including the Gateway Series.

Sought new materials which would have high interest for the disadvantaged student and the slow learner.

Utilized teaching methods which the other members of the group had found successful.

Use of transparencies, overhead projector, dry mountings, and other techniques learned in the group discussions.

h. In my classroom I have been able to make my work more meaningful by changing some of my methods and directing new attention to groups needsing assistance, using a variety of materials, approaches, and ways of motivation.

4-6. Statements taken from some of the responses from the questionnaire indicate the effectiveness of the program among many of its participants. Further conferences have revealed that many participants are trying to "multiply" the effects of the institute among their teaching associates.

7. Participants of the institute suggested very forcefully that in-depth experiences should be developed in school systems. It is impossible to develop these in-depth experiences among all school systems, but it is possible to select a small number of systems to conduct in-depth experiences in language arts. The proposal for the next institute will consider the above suggestions.

PROGRAM

INSTITUTE FOR EFFECTIVE TEACHING

October 15 Follow-up

8:45	Continental breakfast and registration (College Center)
9:30-10:30	Discussion--Nongradedness and Team Teaching--by Dr. Lester Goodridge and Mr. Robert Woodward (Presnell Chapel)
10:30-10:45	Break
10:45-12:00	Discussion continued (Presnell Chapel)
12:00- 1:00	Buffet luncheon (College Center Ballroom)
1:00- 2:00	Classroom teachers: Groups 1 and 2--Mrs. Sammye Wynn *(A-201) Groups 3, 4, and 5--Miss Earline Evans and Mr. Earl Alston **(S-1)
2:00- 2:30	Summary (Presnell Chapel)

*Administration Building
**Science Building

PROGRAM

INSTITUTE FOR EFFECTIVE TEACHING

November 19 Follow-up

9:15- 9:30	Introductions
9:30-10:45	Demonstrations by the Greeneville City School System (Dr. Robert DeLozier, Miss Grace Bradley, and Mrs. Jane Hunter)--Presnell Chapel
	Question and answer period
10:45-12:00	Demonstrations by the Kingsport City School System (Dr. Dana Swick, Superintendent)--Presnell Chapel
	Question and answer period
12:00- 1:00	Lunch (College Center Ballroom)
1:00- 2:15	Demonstration by the Chattanooga City School System (Mr. Robert Canady and Mrs. Amanda Carroll)--Presnell Chapel
	Question and answer period
2:15- 2:30	Summary